

## Hamlin School District Improvement Plan/Progress Report Form

<b>Principle: 3 – Evaluation Procedures</b>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <u><b>ARSD 24:05:24.01:09. Developmental delay defined</b></u>          A student three, four, or five years old may be identified as a student with a disability if the student has one of the major disabilities listed in § 24:05:24.01:01 or if the student experiences a severe delay in development. Upon turning age 6, in order to receive special education services, the child must meet the criteria for eligibility outlined in administrative rules for the thirteen disability categories.</p> <p>The monitoring team reviewed the file for one student who turned age 6 on December 12, 2004. At the time of the review, the team had not met to determine if the child meet the criteria for eligibility outlined in administrative rules for the thirteen disability categories.</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the proper identification of students with disabilities through the evaluation process.</p>				
<p><b>1. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  <b>1. The IEP team will meet for each student before their 6<sup>th</sup> birthday to determine if the child meets the criteria for eligibility in one of the thirteen categories.</b></p>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

6 month reporting date 01/21/06 X  
 IPPR Completion due date 05/21/06 received 5/4/06  
 Closed 5/4/06

<p>1. What will the district do to improve?  <b>The district will make a list of all preschool students on IEPs and when they will turn six. A meeting will be held before their 6<sup>th</sup> birthday to determine eligibility. A list of all preschool students on IEPs will be given to NESC and when they will turn six. NESC will check all students before their sixth birthday to ensure eligibility has been documented.</b>          What data will be given to SEP to verify this objective?  <b>The district will report the total number of preschool children who turned 6 years old during the 6 month reporting period and the number of those students in which a meeting was held before their 6<sup>th</sup> birthday for the purpose of determining eligibility.</b></p>	<p><b>March 2005 and ongoing</b></p>	<p><b>Special education teachers and NESC</b></p>	<p><b>Met 5/4/06</b></p>	
<p>Please explain the data (6 month)  <b>There are no students that have turned six. One child will be six in May and the evaluation will take place in April. All other preschoolers at this time are three or under.</b></p>				
<p>Please explain the data (12 month)  <b>One preschool child turned six. The child was evaluated with achievement, ability, adaptive behavior and speech and language. The child qualified only in speech and language. The meeting was held to determine eligibility before the child's 6<sup>th</sup> birthday. The student's birthday is 5/12 and the meeting was held on 5/1/06.</b></p>				

<p><b>Principle: 5 – Individual Education Program</b></p>
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b><u>ARSD 24:05:27:01.03. Content of individualized education program</u></b>          Each student's individualized education program shall include:              (1) A statement of the student's present levels of educational performance, including:                  (a) How the student's disability affects the student's involvement and progress in the general curriculum.              (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to:                  (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum.</p> <p>Through a review of five student records, the monitoring team found the present levels of performance did not consistently contain the student's strength and needs in the skill areas affected by the disability. Annual goals did not represent the skill a student would accomplish within a 12 month period. For example, "will complete life skills math dealing with money, clock and calendar" and "when given real life math situation, will demonstrate necessary skill to complete them."</p>

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<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the IEP contains all required content.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p><b>1. All IEPs will contain present levels of performance based upon all skill areas affected by the students identified disability. All annual goals will be skill specific as to what a student can accomplish within a twelve month period.</b></p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>
<p>1. What will the district do to improve?  <b>When writing present levels of performance, the student's strengths, needs and involvement in the general curriculum will be written for every skill area affected by the disability.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will work with the NESC staff to check 100% of present levels of performance written following evaluation or annual IEP and report the total number of files reviewed and percent of present levels of performance that contain the required content for each skill area affected by the disability.</b></p>	<p><b>March 2005 on going</b></p>	<p><b>Special education teacher and NESC</b></p>	<p><b>Met</b> <b>5/04/06</b></p>	
<p>Please explain the data (6 month)  <b>Thirty four IEPs have been completed since the review last March. In the elementary 19 files were reviewed and 10 did not have parent input into the present levels of performance. All other content was included. In the high school and middle school 15 files were reviewed and 8 did not have how the disability affected involvement in the reg. classroom. All other content was included.</b></p>				
<p>Please explain the data (12 month)  <b>Twenty IEPs have been completed since the last reporting period. All twenty files had present levels of performance that contained the required content.</b></p>				

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<p>2. What will the district do to improve?  <b>When writing annual goals they will be skill specific and measurable within a one year time frame.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The NESC assistant director will check all IEPs written during the 6 month reporting period and report to SEP the total number of files reviewed and the number of files containing goals and objectives which meet the criteria.</b></p>	<p><b>March 2005 and ongoing</b></p>	<p><b>Special education teachers and NESC</b></p>	<p><b>Met 1/20/06</b></p>	
<p>Please explain the data (6 month)  <b>Thirty four out of thirty four files reviewed had goals that were skill specific and met the criteria.</b></p>				
<p>Please explain the data (12 month)</p>				

<p><b>Principle: 5 – Individual Education Program</b></p>
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <u><b>ARSD 24:05:27:12. Graduation requirements</b></u>        Completion of an approved secondary special education program with a regular high school diploma signifies that the student no longer requires special education services. Graduation from high school with a regular high school diploma constitutes a change in placement requiring written prior notice in accordance with this article.</p> <p>The instructional program shall be specified on the individual educational program. The individual educational program shall state specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements. Parents must be informed through the individual educational program process at least one year in advance of the intent to graduate their child upon completion of the individual educational program and to terminate services by graduation.</p> <p>Through a review of student records and interview, the individual educational programs for 2 students did not state specifically how the student would satisfy the district's graduation requirements.</p>
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the IEP contains all required content.</p>

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<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>				
<b>2. The IEP team will address at a minimum graduation requirements one year prior to the student's graduation.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? <b>In August each year the district will identify all students with special needs who are planning to graduate within two years. At each of those student's IEP meeting the special education teacher will address the graduation requirements.</b>  What data will be given to SEP to verify this objective? <b>The district will submit to SEP the number of students with special needs who are planning to graduate within two years and the number of meetings that were held to address graduation one year prior to graduation.</b>	<b>March 2005 and Ongoing</b>	<b>Special education teachers</b>	<b>Met</b> <b>1/20/06</b>	
Please explain the data (6 month) <b>There are no students on IEPs in the 11<sup>th</sup> grade. One student will graduate in May, and there was a meeting to address graduation requirements with the student. All other high school students are in the 9<sup>th</sup> and 10<sup>th</sup> grades.</b>				
Please explain the data (12 month)				
<b>Principle: 5 – Individual Education Program</b>				

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<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <u>ARSD 24:05:27:13 Modifications to regular vocational program</u>  <u>ARSD 24:05:27:13.02 Transition services</u>          Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation.</p> <p>Through interview and a review of three student records, the monitoring team found transition evaluations were administered for students approaching transition age. The evaluation information was not very useful in identifying transition service needs. The present levels of performance did not specify the strengths or needs that could be addressed to promote movement to adult life. Transition services only included statements such as, "... is considering post-secondary options," and "will be in contact with vocational rehabilitation in the future to address post secondary options."</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures that transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p><b>3. The district will ensure that transition evaluations will be used to coordinate a set of activities, reflecting student strengths and interests, to prepare them for post school activities.</b></p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>

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<p>1. What will the district do to improve?  <b>All IEPs of students 14 and older will provide transition services including life outcomes and course of study. Students 16 or younger if needed will show a summary of the student's present levels of performance in the area of transition, in all five areas will have documentation of being addressed at all meetings. Assessment results will be used to help determine activities needed to achieve the student's post-school goals.</b></p> <p>What data will be given to SEP to verify this objective?  <b>NESC will check all IEPs of students 14 and older for transition services. The total number of files checked and the percent containing adequate transition activities will be reported to SEP.</b></p>	<p><b>March 2005 ongoing</b></p>	<p><b>Special education teacher and NESC</b></p>	<p><b>Met 1/20/06</b></p>	
<p>Please explain the data (6 month)  <b>Three out of three students ages 14 and older had adequate transition activities. 100%</b></p>				
<p>Please explain the data (12 month)</p>				